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ABSTRACT

This study examined recruiting trends of business, industry, and government among new college graduates. Questionnaires were mailed to 4,890 employers, of which 489 returned complete responses. The survey found that new college graduates of 1996-97 can expect growth in job opportunities. An increase of 6.2 percent in job prospects and an increase of job security for new college graduates was anticipated. Shortages of new graduates are reported for the computer sciences and engineering, which also have the highest starting salaries and salary increases. Marketing and sales majors, actuaries, nurses, and transportation and logistics management majors are also sought. Career-related preprofessional experiences were favored by employers. Employers are looking for graduates with excellent communication skills and Web site, e-mail, and other technological experiences. All areas of the country reported good job prospects, with the Southeastern and Northcentral geographical regions reporting the most favorable employment opportunities for recent graduates. Women represented 41.1 percent of all new hires in 144 organizations reporting gender data, while racial and ethnic minorities represented 16.4 percent of new hires at 147 organizations reporting. Individuals with disabilities represented 2.1 percent of new hires as reported by 144 surveyed employers. A list of employers responding to the survey is included. (PRW)

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ED 402 807

twenty-sixth edition

Recruiting Trends 1996-97

the collegiate employment research institute at michigan state university

"A study of businesses, industries, and governmental agencies employing new college graduates"

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26th Edition

RECRUITING TRENDS 1996-97

A National Study of Job Market Trends
for New College Graduates
Among 508 Businesses, Industries, and Governmental Agencies

By

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Special thanks are extended to **all employers** who responded to this survey. The essential help and extra efforts they exerted when responding to this survey were appreciated. Without fail, numerous employers were hospitable when replying. Their honest and candid feedback is absolutely critical for an accurate assessment of the current job market for new college graduates.

Staff members of Career Services and Placement at Michigan State University were likewise helpful with this project. **Vernicka Tyson**, Director of Career Services and Placement, also was supportive and submitted questions for inclusion. **Lynne Zelenski** and **Rebecca Gratz** graciously edited the final edition. **Wen-Ying Liu**, Graduate Research Assistant for the Collegiate Employment Research Institute, provided statistical analysis. **Joy Spencer,** Publications Assistant for the Institute, provided desktop publishing expertise. **Carmen Scott, Brenda Robinson, Kristy Bengel, Kim Woodrow, Beau Kilmer, Brandon Grafius,** and **Dena Teeter** worked diligently on mailing of surveys, calling employers, tracking responses, data entry, and typing of employer comments.

Any who helped with this project, but were inadvertently overlooked, please accept my apologies. This research could not be accomplished without help from several individuals. Thanks are extended to all who assisted.

L. Patrick Scheetz, Ph. D.
Price: $25

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EXECUTIVE SUMMARY

Recruiting Trends 1996-97

√ Growth in job opportunities for new college graduates is predicted for 1996-97. Surveyed employers anticipate an increase of 6.2% in job prospects , thus sustaining an expanding job market for new graduates of four consecutive years.

√ Job security for new college graduates is expected to increase this year, according to participating employers. An increase in job security isreported by 19.7% of the employers and no change by 68.2%.

√ When characterizing the overall job market this year for new college graduates, employers described it as stronger than a year ago. Of the employers responding, 9.4% portrayed the market as "excellent" and 21.9% as "very good."

√ Economic growth, retirements, and other employee departures are creating considerable job opportunities for new graduates. However, supply and demand for specific academic majors and career preparations during college years remain key factors influencing transition to careers after graduation.

√ Several obstacles challenge new graduates as they make the transition from college to work. A common hazard is the difference between the challenges of the college academic environment and the employer's "real world" work situation. Development of a strong work ethic, producing quick results, and using computer technologies are other challenges.

√ Shortages of new graduates are reported for computer science majors, computer programmers, systems analysts, computer engineers, marketing and sales, actuaries, transportation and logistics management majors, and electrical engineers.

√ Starting salaries are expected to be 3.0 to 4.0% higher than a year ago. Highest among anticipated increases for this year are salaries for computer science (4.5%), mechanical engineering (4.5%), and chemical engineering (4.3%). The highest starting salaries are expected this year for chemical engineering ($42,758), mechanical engineering ($39,852), electrical engineering ($39,811), industrial engineering ($37,732), computer science ($36,964), and packaging engineering ($35,353).

- √ Extra compensation or higher starting salaries are paid by employers for prior career-related work experiences, certain academic majors with higher demand, or extraordinary contributions a new graduate can make to an organization's profitability.

- √ When college students take longer than four (4) years to complete a bachelor's degree, it does not matter to employers, if the circumstances behind the extended stay are good ones. If it is evident that the student is slacking, then the employer would care. College students should maintain excellent grades and obtain related work experiences.

- √ College students who have degrees in academic majors with limited job opportunities can get additional preparation and training that might make them more employable. Specific coursework, practical work experiences, and second degrees were recommended.

- √ Employers are using homepages on the web to expand their recruitment efforts. Of surveyed employers, 35.5% have established homepages. Databases for collecting resumes and other web sites also are used.

- √ Cheating by college students on employment applications is not often encountered by employers. Of surveyed organizations, 18.9% reported incidents that would have a negative impact on chances for employment.

- √ Availability of employment opportunities in all geographical regions of the United States was rated higher this year than last. The Southeastern and Northcentral regions were reported with the most favorable job prospects for new graduates.

This overview was prepared by the Collegiate Employment Research Institute on December 2, 1996. Copies of *Recruiting Trends 1996-97* may be purchased for $25 each; or five (5) or more copies at $12.50 each. If you wish to obtain a copy, please prepare a check or money order payable to **Michigan State University** and send to: L. Patrick Scheetz, Ph.D., Director, Collegiate Employment Research Institute, Michigan State University, 113 Student Services Building, East Lansing, MI 48824-1113, or call: (517) 355-9510, ext. 361; fax: (517) 353-2597; or email: Scheetz@pilot.msu.edu.

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26th Edition

RECRUITING TRENDS 1996-97

A National Study of Job Market Trends for New College Graduates

Among 508 Businesses, Industries, and Governmental Agencies

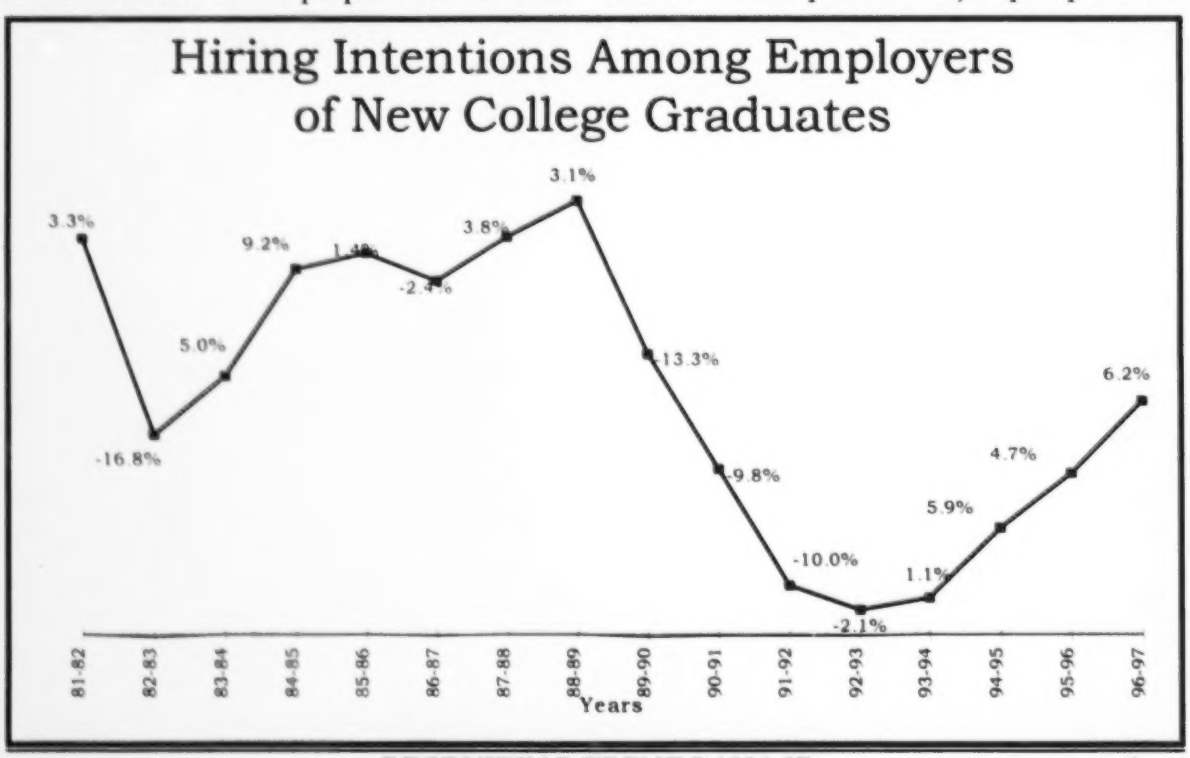
Overall Job Market For Class Of 1996-97

Many new college graduates receiving degrees in 1996-97 will find excellent entry-level positions with businesses, industries, and governmental agencies requiring a college degree. However, some new graduates will find jobs that do ***not*** require their college degrees, and a few new graduates will be challenged to find any employment at all. The academic majors, degree levels, work experiences, and personalities of these graduates will be integral deciding factors.

New graduates who have prepared themselves well during their college coursework and career preparation will make the transition smoothly. Other college students who bounced around from one academic concentration to another, and generally lacked career focus during their college preparation may spend several months after graduation finding rewarding employment.

Graduates need clear career interests and outstanding preparation to lure prospective employers. Graduates with unclear career goals, poor academic records, and marginal work histories will discover that job hunting more challenging and laborious.

Employers hiring new college graduates this year are expecting an increase of approximately 6.2% in growth of job opportunities. This expansion of job prospects for



new graduates has now been sustained for four consecutive years. This news bodes well for this year's graduates because growing job possibilities means greater chances of landing entry-level assignments requiring college degrees for new college graduates.

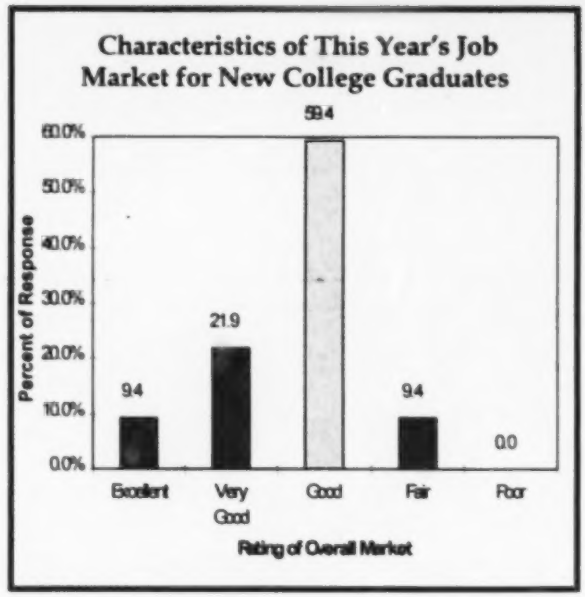
Businesses and industrial organizations are expecting an increase of 6.9% this year. Governmental agencies at the federal, state, and local levels are anticipate further decreases of approximately 4.2%. Nevertheless, the overall job market for new college graduates receiving degrees in 1996-97 is expected to increase approximately 6.2% in employment outlook.

Many assume that a college degree will mean a good job pending graduation. When employers reflect upon the current job market they see some new graduates locating excellent career opportunities immediately following graduation and other new graduates finding less than attractive positions. This is occurring because some new graduates have qualified themselves with less acceptable preparations for available job openings.

Characteristics Of This Year's Job Market For New College Graduates

Employers characterized the anticipated **overall job market** for new college graduates for the forthcoming year (1996-97), as stronger than a year ago. The overall job outlook is visioned as "excellent" by 9.4% of the respondents, "very good" by 21.9%, "good" by 59.4%, and "fair" by 9.4% of the employers responding. No employers described the job outlook as "poor."

According to responses, type of industry plays an important role in job outlook. Employers were either more confident or less hopeful, depending upon their industries. The job outlook, when rated by the industry of the employer responding, was portrayed as "excellent" by 15.4% of the respondents, "very good" by 32.3%, "good" by 29.2%, "fair" by 16.9%, and "poor" by 4.6% of the employers responding.



Industries reporting the best job outlook were merchandising and retailing; textiles, home furnishings, and apparel manufacturers; communications and telecommunications including telephones, newspapers, magazines, radio, and television; glass, packaging, and allied products; engineering, research, consulting, and other professional services; hospitals and health care services; chemicals, drugs, and allied products; diversified conglomerates; petroleum and allied products; hotels, motels, restaurants, and recreational facilities; agribusiness; food and beverage processing; lumber, wood products, and furniture manufacturers; aerospace and components; metals and metal products; banking, finance, and insurance; and accounting firms.

Reporting the least favorable outlook with employment prospects decreasing for new college graduates were employers in social service, religious, and volunteer organizations; governmental administration and the military including federal, state, and local government agencies; construction and building contractors; automotive and mechanical equipment; electronics, computers, and electrical equipment manufacturers; tire, rubber, and allied products; and public utilities in-

cluding transportation.

Size of organization also influenced the job outlook for new college graduates. Favorable employment was noted in small, mid-size and large organizations. The most favorable employment opportunities are anticipated in organizations with 1 to 499 employees and with 1,000 to 4,999 employees. Expecting increases in job opportunities for new college graduates of 6% or less are organizations with 500 to 999 employees and with 5,000 or more employees.

Factors Influencing Hiring Goals

Several factors are influencing the hiring goals of surveyed organizations this year (1996-97), according to employers responding to this survey. Economic expansion has the greatest impact upon hiring goals.

Employers reported that economic growth and increased employment opportunities for new college graduates remain paired like a hand and a glove. As long as employers are increasing their sales, providing additional services, and generally enlarging their organizations, increased hiring of new college graduates is expected to continue. Most surveyed employers were definitely contented with the current progress of the economic climate. Graduates should find this news comforting.

Retirements and other departures from the payrolls of surveyed employers are creating considerable job opportunities for new college graduates. While most employers reported turnover among current employees as low, a few employers are experiencing elevated rates of employee departures caused by other job offers and a progression of retirements.

Reengineering of jobs and downsizing lingered in certain occupational categories. Whenever organizational change occurs, the initial impact is a reduction of employees. The immediate consequence is limited or reduced numbers of job opportunities available for new college graduates. Within 2 to 3 years, most organizations that have laid off salaried personnel, if they are financially healthy, will hire as many or more new college graduates as they hired prior to rebuilding their organizations.

Individuals who have lost jobs due to corporate restructuring are also in the job market competing with new graduates. In a competitive market, experienced workers often have an edge over less experienced new graduates.

High Demand

Demand for certain academic majors remains popular with employers hiring new college graduates. Most requested by employers are new graduates with academic majors in computer and information sciences, engineering, business management and administrative services, health professions and related sciences, the physical sciences and science technologies, and transportation and materials moving degrees.

Balanced Supply and Demand

Supply and demand are nearly balanced for new college graduates with academic majors in mathematics, protective services, architecture and environmental design, education, and communications technologies.

Low Demand

Facing a job market of more new college graduates than jobs are academic majors in the social sciences and history; communications; psychology; English language and literature/letters; biological sciences and life sciences; visual and performing arts; liberal arts and sciences, general studies, and humanities; multidisciplinary and interdisciplinary studies; home economics and vocational programs; public administration and services; agriculture and natural resources; foreign languages and literature; philosophy and religion; theological studies and religious vocations; parks, recreation, leisure, and fitness studies; and area, ethnic, and cultural studies.

With approximately 1,188,000 new col-

lege graduates[1] expected to receive bachelor's degrees this year (1996-97) from all colleges and universities in the country, competition will remain stiff. Nonetheless, new and innovative talent is always needed by employers.

Obstacles Challenging This Year's Graduates

Several obstacles are challenging new college graduates as they progress from college into the workforce this year (1996-97), according to surveyed employers. Among the noteworthy hazards are the differences between the challenging environments of college and the employers' "real world" work situations.

Development of a strong work ethic in an ever-changing work world is a requirement for success in today's market place. There are abundant distinctions between the practical realities of the work environment and the theories of the college classroom. In the employers' world, there are no excuses for delays in accomplishment of assigned tasks. New graduates are expected to immediately produce results that will have a positive influence on the organization.

New graduates must have an ability to quickly produce results. They must learn to adjust to the urgency that organizations face on a daily basis. Acclimating to fast-paced corporate culture andthe constant challenge of continuing to grow and learn can be a rude awakening. Organizations are moving at a much faster pace than ever. Getting in step with other employees already in the organization is becoming more difficult for new graduates. New hires must extend themselves to keep pace with expanding work assignments and provide input into projects in a timely and efficient manner. They must acquire the skill of showing initiative, demonstrate motivation, and take risks.

Mastering computer technology can be an adventure (i.e. Word, Excel, Access, WordPerfect, Lotus, Internet, etc.). However, some colleges and universities have more advanced technology than organizations. Significant patience with the technological developments of organizations is necessary. From all appearances, new graduates have an eagerness to work with the latest technologies, but clients of organizations may not have up-to-date, automated systems.

Managing a new lifestyle and leading a career can be a struggle. A component of this is dealing with uncertainty—about life, the future, the organization, one's personal situation, financial matters, living accommodations, social life, physical fitness, etc..

Adapting to the unique requirements of the new work environment is complex: shift work, overtime, seniority-based assignments, and the challenging and intensive programs of advancement within an organization. There may be requirements for relocation to achieve career advancement.

Most employers have less formalized training and expect new hires to become productive faster. Less training and an attitude of "hitting the ground running" are the norm within many organizations. New graduates must be eager to learn and adapt.

An understanding of the "big picture" within organizations is required. New hires are expected to gain a broad perspective of their new organization at the same time they are learning their new job requirements.

Employers lack sufficient human resources to cover required work tasks. Employers report doing more with less. New graduates must have an ability to work with limited resources.

Aligning salary expectations with job market value for new graduates is a struggle. According to employers, new college graduates have salary expectations that are not in line with the starting salaries organizations are willing to pay.

Quite frequently, new graduates do not have all the technical skills needed. They need to learn competencies required for strong

performance.

A patience with getting ahead is essential. New graduates ought to be willing to accept a lesser paying position with opportunity for growth. Entry-level positions traditionally filled by non-degreed applicants are now being filled by candidates with college degrees. New graduates should learn to progress slowly within the corporate environment, maintain flexibility, and have realistic expectations for the positions they hold.

Other obstacles include adjusting to a teamwork mentality, improving business communication skills (i.e. public speaking abilities, writing appropriately, etc.), managing other people, physical and mental challenges, and the necessity for making sound business decisions.

Survey Procedures

Getting responses to the *Recruiting Trends* survey from employers, as always, is a challenge. This year was no exception. Additional cultivation was required to achieve sufficient responses to obtain a representative sample from employers hiring new college graduates.

The 26th anniversary edition of this survey was mailed to 4,890 employers representing businesses, industries, and governmental agencies throughout the United States. In this year's survey population, employers represented the National Association of Colleges and Employers (NACE), regional career services and employer associations, employers registered with Career Services and Placement at Michigan State University, and employers selected randomly from businesses in the *Standard and Poor's Register*.

Surveys with eight (8) pages of questions were initially mailed first-class to employers on September 9-13, 1996. Receiving surveys were 527 employers who responded to this questionnaire a year earlier (1995-96). Any employers who had not responded previously or organizations which were new additions to the mailing list for this survey were mailed a two-page questionnaire. There were 4,363 one-page questionnaires mailed to employers.

A follow-up reminder notice containing a one-page survey form was mailed first-class on November 4-6, 1996, to employers who had not responded. An additional question was added to the survey instrument regarding the influence of overseas educational experiences on the hiring decisions of employers.

Follow-up telephone calls were placed to selected major employers in businesses, industries, and governmental agencies that had not responded. Calls were made from October 15 to November 19, 1996.

Responses received to this year's survey were the accumulation from all these endeavors. Secrecy, legal ramifications of responding, and bureaucratic considerations were all factors that delayed or impeded replies from employers. A major concern was confidentiality of response (i.e. Will my answers be quoted? Let me check with my supervisor before I reply).

One compensation offered as an inducement for responses was sufficient for some employers—the offer of a free copy of the final results of this survey. When employers were reminded that this research effort would be destroyed without cooperation from human resources representatives and the importance of the survey results to the lives of new college graduates, additional attention was given and answers were provided.

Employers Responding

Questionnaires were returned for this year's *Recruiting Trends* survey by 508 organizations (10.4%), and, of the replies received, 489 were complete enough for statistical analysis. Adequate representation of the organizations recruiting new college graduates on college and university campuses throughout the United States during 1996-97 was obtained.

Of the respondents this year, 460 repre-

sented businesses, industries, manufacturing organizations, and service sector employers (90.5%); and 48 were local, state, and federal government agencies and the military services (9.5%).

Geographical Locations of Employers Responding

Responses to this year's *Recruiting Trends* survey were received from all geographical regions of the United States. The percent of responses received from each geographical region is indicated below:

Northeast (Maine, Massachusetts, Connecticut, Delaware, Pennsylvania, New York, Maryland, etc.) 20.7%

Southeast (Florida, Georgia, Virginia, North Carolina, South Carolina, Tennessee, etc.) 12.1%

Northcentral (Michigan, Indiana, Minnesota, Wisconsin, Illinois, Ohio, Iowa, Nebraska, etc.) 48.9%

Southcentral (Texas, Oklahoma, Arkansas, Kansas, Missouri, Louisiana, etc.) 8.7%

Northwest (Alaska, Washington, Oregon, Idaho, Montana, Wyoming, etc.) 3.0%

Southwest (California, Nevada, Hawaii, New Mexico, Arizona, Colorado, etc.) 6.6%

Total Salaried Employment of Organizations Responding

Employers from organizations of all sizes were represented in this year's survey. Responses ranged from employers with 1 to 99 salaried employees (excluding clerical and laborer staff) to organizations with more than 10,000 salaried employees on their payrolls.

Organizations with 1,000 to 4,999 employees represented 26.0% of the respondents; those with 100 to 499 employees were represented 24.1% of the respondents; and organizations employing 1 to 99 personnel represented 20.0% of the respondents. Organizations with 10,000 or more employees were 13.9% of the respondents; those with 500 to 999 employees were represented by 9.3% of the respondents; and organizations employing 5,000 to 9,999 personnel represented 6.7% of the employers replying to this year's survey.

Organizations responding to this year's *Recruiting Trends* survey employed 5,289,445 total salaried personnel (excluding clerical and laborer staff) during 1995-96. The total salaried employees in surveyed organizations represent approximately 7.1% of salaried employees on the payrolls of all businesses, industries, and governmental agencies throughout the United States.

Salaried employees working for businesses, industries, and government agencies throughout the United States in July 1996 totaled approximately 74,146,000, according to the U.S. Department of Labor.[2] This was a 1.1% increase from 73,313,000 salaried employees on the payrolls of these organizations in July 1995.

Minority Hiring Results

Surveyed organizations last year (1995-96) hired 1,641 minorities (Black/ African-Americans, Hispanic/Latino-Americans, Asian/ Pacific Islanders, or Native Americans). A total of 10,128 new college graduates were hired last year by these organizations. For this analysis, 147 surveyed employers reported data. Minorities represented 16.4% of the new college graduates joining surveyed organizations in 1995-96. In the previous three years—1992-93, 1993-94, and 1994-95, minorities represented 26.2%, 16.2%, and 18.2%, respectively, of the new hires.

Women Hired

For 1995-96, women accounted for 41.1% of the new hires in 144 surveyed organizations reporting gender data. Women represented 42.9% of the new hires in 1994-95, 44.1% of the new hires in 1993-94, and 38.9% of the new hires in 1992-93.

New Hires With Career-Related Preprofessional Experiences

Surveyed organizations hired 4,254 new college graduates who had completed career-related preprofessional experiences (cooperative education, internship, and/or practicum positions) prior to graduation during 1995-96. Data were reported by 64 organizations that hired 8,244 new college graduates. The new college graduates with career-related preprofessional experiences represented 51.6% of the new hires in surveyed organizations during 1995-96. These new hires did not necessarily complete their preprofessional experiences with the surveyed organizations.

Of the new graduates hired into surveyed organizations during 1993-94 and 1994-95, 58.1% and 65.5%, respectively, had career-related preprofessional experiences.

Traditional Liberal Arts Graduates Hired

Liberal arts graduates represented 9.8% of the new college graduates hired by surveyed organizations during 1995-96. Of the 7,548 new college graduates employed by 148 surveyed employers, 740 graduated with traditional liberal arts majors (i.e. English, history, foreign languages, social sciences, communications, etc.).

Although opportunities seem limited with surveyed employers, the situation is not entirely hopeless. (See section on **Additional Preparation and Training**). Liberal arts majors are challenged to utilize innovative job placement techniques.

Approximately 34.1% of the new college graduates receiving bachelor's degrees in 1996-97 from colleges and universities throughout the nation are liberal arts majors[3]. For this calculation, data on degrees granted in 1992-93 were used.

Among new graduates hired in 1994-95, surveyed employers reported that 1,160 of

Categories of Employers Responding

Replies received to this year's survey represented most categories of businesses, industries, and governmental agencies. An appendix of this report contains a complete list of organizations responding. Responses received from each category of employers are indicated below:

- Accounting, 3.9%
- Aerospace and Components, 2.2%
- Agribusiness, 1.1%
- Automotive and Mechanical Equipment, 3.0%
- Banking, Finance, and Insurance, 9.1%
- Chemicals, Drugs, and Allied Products, 4.8%
- Communications and Telecommunications (including telephones, newspapers, magazines, radio and television), 4.3%
- Construction and Building Contractors, 1.5%
- Diversified Conglomerates, 0.7%
- Electronics, Computers, and Electrical Equipment Manufacturers, 11.5%
- Engineering, Research, Consulting, and Other Professional Services, 10.6%
- Food and Beverage Processing, 2.4%
- Glass, Packaging, and Allied Products, 1.5%
- Government Administration including the Military, 9.5%
- Hospitals and Health Care Services, 2.4%
- Hotels, Motels, Restaurants, and Recreational Facilities, 2.6%
- Lumber, Wood Products, and Furniture Manufacturers, 1.7%
- Merchandising and Retailing, 4.6%
- Metals and Metal Products, 6.7%
- Petroleum and Allied Products, 3.3%
- Public Utilities (including Transportation), 6.3%
- Social Services, Religious, and Volunteer Organizations, 3.3%
- Textiles, Home Furnishings, and Apparel Manufacturers, 1.7%
- Tire, Rubber, and Allied Products, 1.3%

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15,323 new hires were liberal arts majors. Thus, 7.6% were liberal arts majors.

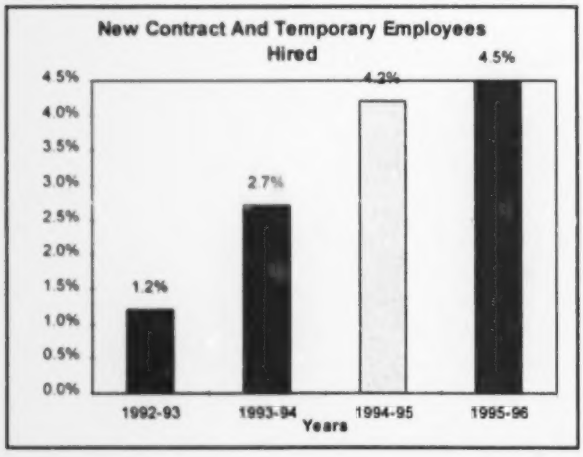
Of the new college graduates hired in 1993-94 by surveyed employers, 15.6% were liberal arts majors. Employers reported that 2,607 of 16,677 new college hires were liberal arts majors.

Individuals with Disabilities Hired

Individuals with disabilities represented 2.1% of the new hires in surveyed organizations in 1995-96. Data on hiring of individuals with disabilities were reported by 144 surveyed employers. Of 3,839 new hires in organizations reporting these data, 79 were individuals with reported disabilities. Data from previous years indicate that 1.7% in 1992-93, 0.6% of new college hires in 1993-94, and 0.2% from 1994-95 were individuals with disabilities.

Advanced Degree Graduates Hired Last Year

Advanced degree graduates represent 15.8% of the new hires in surveyed organizations last year (1995-96). Of 4,715 new college graduates hired by 49 surveyed organizations last year, 747 were new graduates with advanced degrees (i.e. MA, MS, MBA, or Ph.D. graduates).



In 1994-95, employers reported that 685 of 3,239 new college hires possessed advanced degrees. Of the new graduates hired by 49 surveyed employers in 1994-95, 21.1% were advanced degree graduates.

During the prior year (1993-94), hiring of advanced degree graduates totaled 22.1% of the new hires in surveyed organizations.

New Contract and/or Temporary Employees Hired

Among the new college graduates hired last year (1994-95) by 37 surveyed organizations, 51 were hired into contract or temporary positions (full-time equivalents). Hence, new contract and temporary personnel represent 4.5% of the new hires in surveyed organizations in 1994-95.

In the previous three years—1992-93, 1993-94, and 1994-95, new contract and temporary personnel represented 1.2%, 2.7%, and 4.2%, respectively, of the new hires.

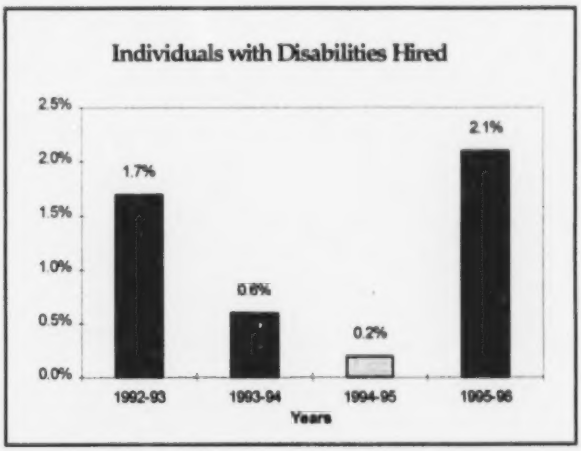
Shortages Of New College Graduates Reported

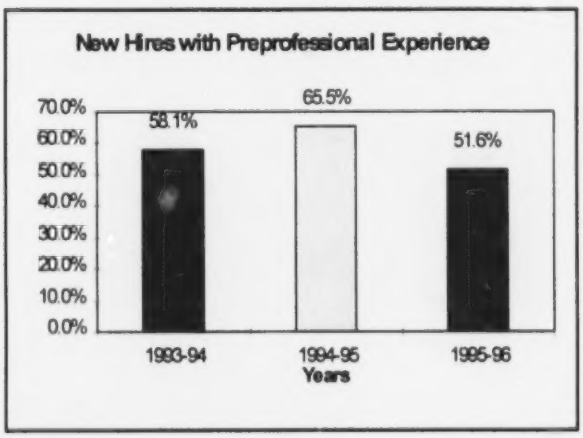
When filling job openings last year (1995-96), many surveyed organizations (55.6%) did not experience any shortages of new college graduates. However, 41.3% of the surveyed organizations reported shortages for certain job openings, and new college graduates with particular academic majors and job competencies were required for these positions.

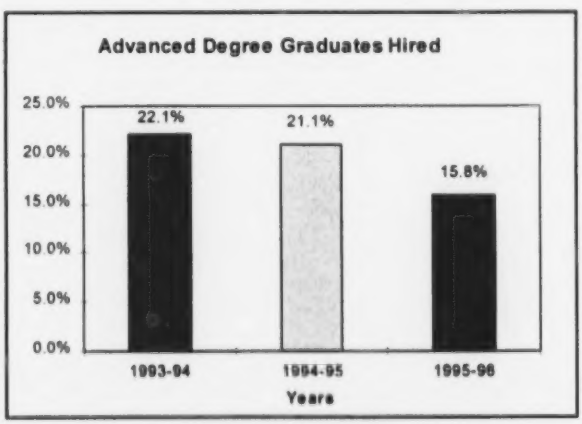
Employers had difficulty locating: computer science majors, computer programmers, systems analysts, computer engineers, software engineers, computer network managers, network computer analysts, applications programmers, management information systems specialists, and interactive media specialists, marketing and sales applicants, actuaries, transportation and logistics management majors, metallurgical engineers, industrial engineers, electrical engineers, and nurses (RNs).

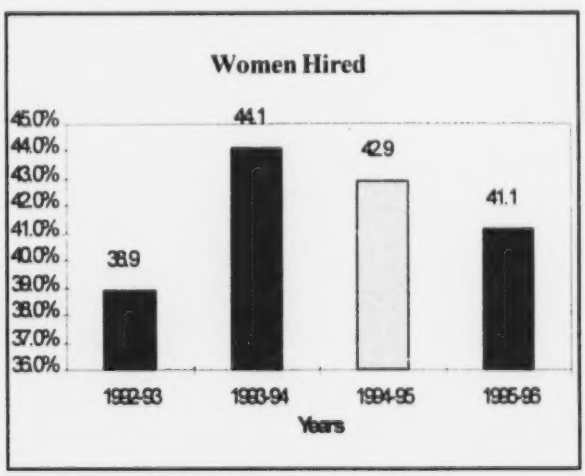
1995-96 HIRING PROFILE

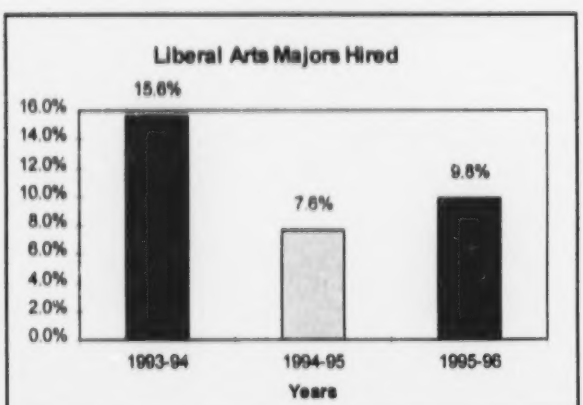
for surveyed employers











Estimated Starting Salaries

for new college graduates in 1996-97

Academic Majors

Bachelor's Degree Graduates	Percent Change	Estimated Starting Salary
Chemical Engineering	4.3%	$42,758
Mechanical Engineering	4.5%	$39,852
Electrical Engineering	4.0%	$39,811
Industrial Engineering	4.0%	$37,732
Computer Science	4.5%	$36,964
Packaging Engineering	4.0%	$35,353
Materials and Logistics Mgt.	4.0%	$34,520
Nursing	4.0%	$32,927
Civil Engineering	4.0%	$32,170
Mathematics	4.0%	$32,055
Physics	4.0%	$31,972
Geology	4.0%	$31,606
Chemistry	4.0%	$31,261
Accounting	4.0%	$30,393
Financial Administration	4.0%	$30,054
Marketing/Sales	4.0%	$28,658
General Business Administration	4.0%	$28,506
Agriculture	3.5%	$26,415
Human Resources Management	4.0%	$26,024
Retailing	4.0%	$25,856
Education	4.0%	$25,742
Communications	4.0%	$25,224
Hotel, Rest. Inst. Mgt.	4.0%	$25,176
Advertising	4.0%	$24,757
Social Science	4.0%	$24,232
Liberal Arts/Arts & Letters	3.5%	$24,081
Natural Resources	3.5%	$22,950
Human Ecology/Home Economics	3.5%	$22,916
Telecommunications	4.0%	$22,447
Journalism	4.0%	$22,102
Averages for Graduate Degrees		
MBA	5.0%	$47,153
Masters	4.0%	$39,841
Ph.D.	4.5%	$45,458

Percentage Change Expected In Starting Salary Offers

Starting salaries offered to new college graduates hired this year (1996-97) are expected to be 3.5-4.0% higher than a year earlier (1995-96). Starting salary increases are expected to be slightly higher than a year earlier. During the last three years, starting salaries increased by -0.6% to 1.3% in 1992-93, 0.4% to 1.6% in 1993-94, 1.3% to 2.2% in 1994-95, and 1.4% to 2.9% in 1995-96.

Increases Above 4%

Highest among anticipated increases, above 4.0%, for this year (1996-97) are starting salaries for academic majors in computer science (4.5%), mechanical engineering (4.5%), and chemical engineering (4.3%).

Starting salary increases of 4.0% to 5.0% are expected for advanced degree graduates: 5.0% for MBAs, 4.5% for doctoral degree graduates, and 4.0% for master's degree graduates.

4% Increases

Increases of 4.0% are expected for academic majors in accounting; financial administration; general business administration; hotel, restaurant, and institutional management; marketing and sales; materials and logistics management including purchasing, operations, and transportation; and personnel administration and human resources administration. In addition, increased of 4.0% are expected for new graduates in advertising, communications, journalism, telecommunications, education, civil engineering, electrical engineering, industrial engineering, packaging engineering, chemistry, geology, mathematics, physics, nursing, retailing, and social science.

When reporting on starting salary increases for women, minorities, and individuals with disabilities, surveyed employers expected increases to average approximately 4.0%.

Increases Below 4%

Expected to receive increases below 4.0% are majors in agriculture (3.5%), natural resources (3.5%), human ecology and home economics (3.5%), and liberal arts and humanities (3.5%).

Estimated Starting Salary Averages

Although average starting salaries for most academic majors are listed, new college graduates should realize that their actual starting salary offers may depart considerably from these averages. Several issues factor in, such as: the geographical location of the position offered, the size of the employer extending the offer, local cost of living conditions, the graduate's prior career-related work experiences, the academic success achieved by the graduate, and the personality characteristics of the individual. The following salaries are averages.

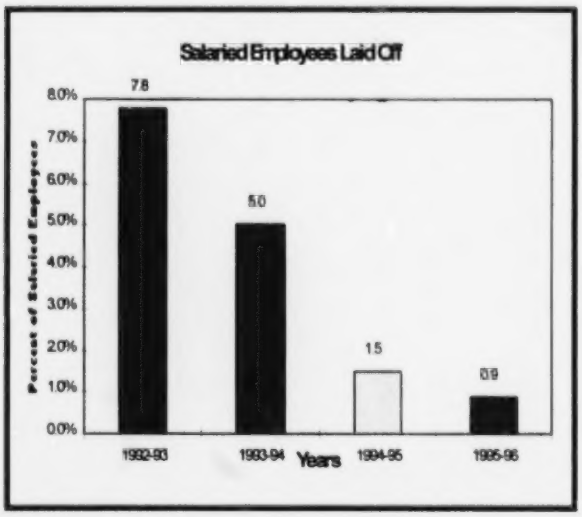
Starting salaries for advanced degree graduates are expected at $47,153 for MBAs, $39,841 for master's degree graduates, and $45,458 for doctoral degree graduates. Depending upon the academic majors of the advanced degree graduates and any related work experiences accomplished, the starting salary for individuals could vary considerably from these averages, either higher or lower.

Anticipated starting salary averages for 1996-97 graduates were calculated from data on actual starting salary offers and acceptances reported in the *Interim Salary Report 1995-96* published by the Collegiate Employment Research Institute at Michigan State University, East Lansing, Michigan (November 1, 1995), and the *Salary Survey 1995-96* published by the National Association for Colleges and Employers (formerly CPC), Bethlehem, PA., in September 1996. Selected academic majors from each of these reports were used.

Reasons For Extra Compensation Or Higher Starting Salaries

There are logical reasons for new college graduates receiving extra compensation or higher starting salaries from surveyed orga-

nizations. A major factor is a graduate's prior work experiences. If the work experiences are career-related, such as cooperative education, internship, or summer employment, employers may have the latitude to vary their salary offers. Special signing bonuses for previous cooperative education or intern experiences in the hiring organization may be offered.



Academic achievement can be rewarded with higher compensation too—either as a signing bonus or as a higher starting salary. Strong grades, academic honors, and other scholastic achievements are factors for negotiating a higher starting salary. Job offers from other organizations may encourage employers to increase their job offers.

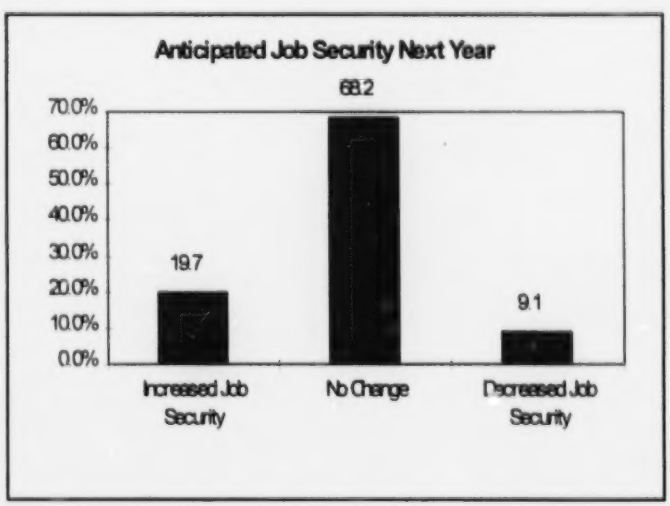
Other factors and experiences that may result in higher starting salaries including active participation in school activities, leadership roles in student organizations, and perceived potential within the hiring organization. Additional considerations for higher starting salaries are the geographical location of the position offered, the size of the employer extending the offer and local cost of living conditions. Any or all of these may influence the starting salaries offered to new college graduates.

Salaried Employees Laid Off

Layoffs were less frequent this year, according to surveyed organizations. Within the last year (1995-96), 34 salaried employees were laid off by 40 surveyed organizations reporting data for this question. This represents 0.9% of the 3,778 salaried employees on the payrolls of organizations in 1995-96. Layoffs in 1992-93, 1993-94, and 1994-95 were represented 7.8%, 5.0%, and 1.5%, respectively, of the salaried employees on the payrolls of surveyed organizations.

Retirements Among Salaried Employees

Retirements accounted for 6.2% of the total workforce employed by surveyed organizations. Retirements of salaried employees from surveyed organizations last year (1995-96) totaled 696 full-time equivalent staff. On the payrolls of 174 employers reporting retirement data were 11,225 full-time salaried staff. Retirements represented 3.9% of the salaried workforce employed by surveyed organizations in 1992-93, 2.4% in 1993-94, and 2.5% in 1994-95.



Telecommuters Among Current Employees

For purposes of this survey, a telecommuter is defined as an individual working from home at a location other than an office using communications technologies to perform a job. Among 3,664 total salaried employees (excluding clerical and laborer staff) working for surveyed organizations, 50 were telecommuters. Data were reported on telecommuters by 80 organizations. A year ago (1995-96), telecommuters represented 0.1% of the total workforce employed by surveyed organizations. Based upon responses and other current data, it is safe to say that telecommuting is a trend that is on the rise and will continue.

Anticipated Job Security Next Year (1996-97)

Job security within surveyed organizations is an issue for graduates considering multiple job offers. Among surveyed employers responding, 19.7% reported an increase in job security, 68.2% suggested no change in job security within their organizations next year, and 9.1% anticipated a decrease in job security. Downsizing in some organizations is continuing.

Anticipated Change In Campus Visits

Campus recruitment visits by surveyed employers this year (1996-97) were expected to increase by 9.9%. Surveyed employers reported visiting approximately 19.0 campuses for recruiting last year (1995-96), and expect an average of 20.9 campuses will be visited this year (1996-97).

Occupations With The Greatest Anticipated Employment Growth

Employers were urged to predict job categories and occupations with the greatest anticipated employment growth. Employment categories included: computer scientists, systems consultants, computer network administrators, computer technology systems specialists, Internet consultants, graphic artists, industrial sales representatives, restaurant managers, software engineers, computer engineers, chemical engineers, electrical engineers, and various healthcare specialist positions.

Improvements Recommended For College Placement Offices

Surveyed employers offered suggestions on how placement offices could further assist graduating students. Alumni networks, more career planning seminars, mandatory senior seminar classes for graduating students, and a greater "real world" emphasis were advocated as enhancements to current services.

Preparing students for interviews and job hunting was especially important to employers. Too many students are not ready for interviews or geared for the job. Graduating students should be offered models of proper interviewing techniques and resume critiquing services. Employers suggested that new graduates be informed about the importance of directing their own careers, thus emphasizing a career mentality as opposed to a job focus. Graduating students should be offered information about multiple career alternatives and provided access to a variety of employers.

Examples of useful seminar or workshop topics include: job search techniques, preparing a resume, interviewing, negotiating a fair starting salary, accepting a job offer, current job market trends, and how the placement office works. Employers and "real world" people should present information to graduating students on job competencies and expectations.

Cooperative education assignments, practicums, internships, or other career-related work experiences should be obligations prior to graduation.

Meeting with college students during their first year on campus might help undergraduates better understand the job market. According to employers, preparations must begin early in a college student's career and continue each year thereafter.

Updated facilities, computerized office systems, and utilization of both Internet bulletin boards and email were suggested.

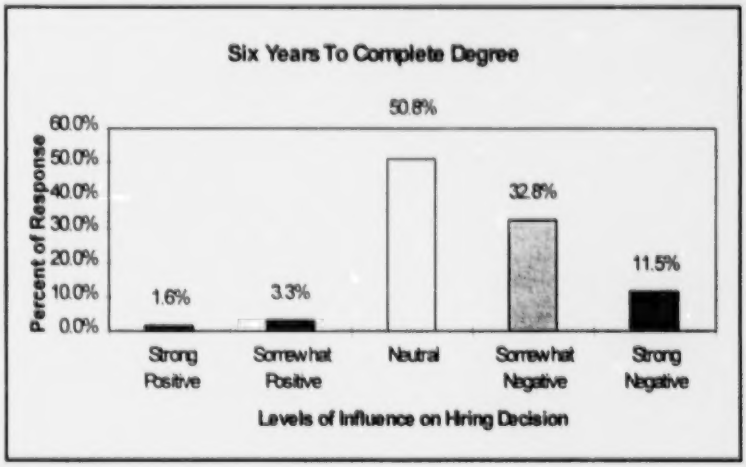
Employers want results from their campus visits. Particularly important are graduating students with good GPAs.

More contact with employers and additional recruiting programs would be helpful. Also requested were more job fairs and new methods to invite prospective employers to campus.

Programs and Activities Offered to Assist With Recruitment

During campus recruitment, innovative and creative programs can be effective. Among the most significant cited by employers are on-line job postings, resumes of graduating students on CD discs, and availability of employer information on web pages.

Other successful programs include: collegiate job and career fairs, employer presentations on campus, employer participation with student groups, evening receptions, multicultural career fairs, and video interviewing capabilities. Additional noteworthy programs are resume referral services, case study seminars, mock interview presentations, and faculty exchange programs.



Experiences And Activities Offered As Preparations For Employment

Other than academic coursework and a degree, employers suggested campus experiences as preparation for employment. Internships, cooperative education assignments, part-time work experiences, and leadership roles in extra-curricular activities were identified as most important. Others included volunteer experiences, team activities, campus community involvement, speaking experiences, tasks requiring people skills, analytical thinking activities, and fraternity and sorority leadership assignments. Exceptionally tempting to employers are club and student activities which promote integration of academics and enterprise through an individual's passion for hard work, ability to plan, capacity to organize, and competence for analytical thinking.

Years Required For Completion Of Bachelor's Degrees

The fact that some college students take longer than four (4) years to complete a bachelor's degree makes little or no difference in terms of hiring decisions. A degree in four or five years is generally described as a positive or neutral influence. However, a degree in six years is generally a more negative influence, depending on circumstances (i.e. money, family, grades, academic major changes, etc.).

If the student needed to work while in school, the length of time was not a factor. If the student maintained excellent grades and

had other experiences the employer was seeking (i.e. cooperative education assignments, leadership roles, etc.), then the employer would not care how long it took unless it was evident that the student was slacking.

Completion of a degree in four years was viewed as a strong positive (17.2%) or somewhat positive (21.9%) influence by less than a majority of surveyed employers. A majority of the employers (59.4%) perceived this factor in the hiring decision as neither positive nor negative.

A bachelor's degree completed in five (5) years would generally have a neutral influence on an organization's hiring decisions, according to 76.6% of the surveyed employers. For 4.7% of the employers, this matter would have a strong positive influence, and for 9.4%, it would have a somewhat positive influence. For 9.4% of the respondents, this focus would have a somewhat negative persuasion.

Additional Preparation And Training Recommended for Low Demand Academic Majors

For new college graduates who have degrees in academic majors with limited job opportunities, additional preparation and training might make them more employable. Graduates in this situation can enhance their employment prospects by taking accounting courses, obtaining internships or other practical work experiences, earning a second or double degrees, and gaining computer technology knowledge and experiences. Additional college credits in business management, sales, marketing, public speaking, and writing prove useful.

Graduates might consider new careers in the restaurant, retailing, or financial services industries or other occupational categories where the supply of new graduates is low. Demand for new college graduates in these fields and selected others is excellent.

Techniques Used For Investigating Genuine Interest Of Job Applicants

Employers use various recruiting techniques when testing the genuine interest of candidates. Amid the approaches utilized were: structured interviews, hiring panels, multiple interviews, discussions at career fairs, information collected from employment applications, and early interest expressed by students during their sophomore or junior years in college.

During campus interviews and plant visits, recruiters determine the job applicants' knowledge about the employers' situation and the employers' industry in general. Applicants are questioned face-to-face. Written questions are used on particular occasions. The focus is how much knowledge the applicants possess about the business. Graduating students who interest employers are given employment applications to be completed and returned. If the students follow directions, they are considered serious applicants.

Employers also look at past performance in school and during prior work experiences as a gauge of future performance. Employers ask question that demonstrate the graduating students' leadership abilities and thinking competencies. Another measure is the degree of professionalism demonstrated by the graduating students during campus and site interviews. Attendance at employer presentations and participation in other campus events organized by employers prior to campus interviews are additional measures.

Tailoring Curriculum To Meet Employers' Needs

Various methods are utilized by surveyed organizations to assist colleges and universities with tailoring the curriculum to meet their needs. The routine practiced most frequently is feedback through faculty, department chairpersons, deans and other col-

lege and university personnel. As an example, meetings with department heads are scheduled while visiting campuses for recruitment activities.

Additional activities include participation on college or university advisory boards, curriculum committees, teaching classes, sitting on round table discussions, and attending regional and national meetings of career services personnel to give informal feedback to multiple colleges and universities.

Generally, strong faculty and university relations lead to openness of communications, which influences curriculum development. Employers meet with department heads, key faculty, and staff to discuss their needs for graduating students. Literature, videos, and advertising distributed by employers also emphasize organizational needs.

Closed Interview Schedules Arranged By Employers

When scheduling on-campus visits, employers sometimes arrange "closed" interview schedules, so only selected graduating students are interviewed. Of the surveyed employers responding to this question, 61.5% arranged "closed" interview schedules during 1995-96.

Techniques, special efforts, and recruitment programs utilized for graduating students include career fairs, work experience programs (i.e. cooperative education, summer employment, etc.), campus newspaper advertisements, information sessions, student receptions, and attending meetings of academic clubs. Employers send invitational letters, make phone calls, visit faculty and staff, cultivate other campus connections, and regularly work through student groups. Job descriptions and company literature are enclosed to acquaint graduating students with their organizations. Resume pre-selection processes are offered by career services office on many college campuses.

Key Selection Criteria For Invitational And Closed Interview Schedules

When reviewing student resumes for "invitational" or "closed" interview schedules, employers look for: relevant work experiences, academic field of study, interest in relocating, extra-curricular activities, leadership experiences, and grade transcripts. Additional factors are career objectives, academic honors, excellence awards, and computer programming languages studied.

Particularly inviting are experiences relevant to the activities the new graduates would be doing for the employer. Work experiences that require use of technical skills are good examples. Employers want to observe participation in activities which enhance the individual's skills. Organizations like to

Analysis of Interviewing Statistics						
	Open Interview Schedules			Closed Or Invitational Interview Schedules		
	Number of Interviews	Percent of First Interviews	Percent of Second Interviews	Number of Interviews	Percent of First Interviews	Percent of Second Interviews
Number Students Interviewed	2,889			19,422		
Number Invited for Second Interviews	829	28.7%		9,199	47.4%	
Number of Job Offers Extended	249	8.6%	30.0%	5,088	26.2%	55.3%

see that students are able to juggle multiple courses while still working. Experiences that demand long hours and serious dedication are especially attractive. Employers seek leadership qualities, community service experiences, a strong work ethic, and decent values.

Graduating students who finance their own education receive distinction from employers. The key factor is the percentage of college expenses earned from working during summer breaks, part-time employment, and vacation periods.

Evaluation Of Open Versus Closed Or Invitational Interview Schedules

One measure of effectiveness for campus recruitment functions in surveyed organizations is hire rate (percent of campus interviews which yield second interviews and ultimately job offers). A comparison of open versus closed or invitational interview schedules was the purpose of this analysis.

Data were requested on the number of college students interviewed by surveyed organizations on open versus closed or invitational interview schedules last year (1995-96), the number of college students invited for second interviews from open versus closed or invitational interview schedules, and the number of offers of employment extended by surveyed organizations from open versus closed or invitational interview schedules.

From data provided by surveyed employers on results of campus recruitment activities, both open and closed/invitational interview schedules, fewer interviews are required per new hire for closed or invitational interview schedules.

For open interview schedules, 28.7% of first interviews yield invitations for second interviews. In addition, 8.6% of first interviews ultimately produce job offers extended to new college graduates. Of second interviews produced by open interview schedules, 30.0% result in job offers for new college graduates.

Data for closed or invitational interview schedules are somewhat better. For closed or invitational interview schedules, 47.4% of first interviews generate invitations for second interviews. Likewise, 26.2% of first interviews ultimately produce job offers extended to new college graduates. Of second interviews produced by closed or invitational interview schedules, 55.3% result in job offers for new college graduates.

Applicants Determining Fit With An Employer

When college students are interviewing various prospective employers and trying to determine their "fit" within an organization, employers mentioned several considerations. Students should ask questions regarding the organization's culture and structure, work environment, job responsibilities, trends of the industry, and necessity for relocation. New college graduates should pay attention to interpersonal relationships of staff, mannerisms, and communication among current employees. Another factor might be the new graduate's long-term career interests versus the organization's plans.

Learn about the organizations' expectations that employees work long hours and weekends. Read about the organization and their mission statement, commitment to people, human resource initiatives, geographical location of work facilities, and the organization's customers.

If the new graduates are comfortable with the people they meet in the organization, then the "fit" might be right. If the new graduates are forcing themselves to do things, including the interview, then the job most likely is not right for them.

Criteria For Measuring Effectiveness Of Recruitment Functions

Multiple criteria are utilized by employers when determining the effectiveness of their recruitment functions. Mentioned as the most notable measures were:

- Number of applications
- Number of interviews per hire
- Time required to fill positions
- Quality of applicants for available positions and internal customer satisfaction; meeting demand for new hires with high-caliber candidates
- Diversity of overall applicant pool; numbers of minority and female applicants
- Number of new hires; new hires from college recruitment efforts versus advertising by the organization
- Quality of new hires; diversity of new hires
- Offer to hire ratio; second interview to job acceptance ratio; acceptance rate for graduating students receiving job offers; percent of job offers accepted by outstanding candidates
- Cost per hire; cost for recruitment efforts; staying within allocated budget
- Number of positions filled (or remaining open); success of organization with meeting their hiring goals; meeting organization's business objectives
- Retention rate for new hires; turnover rate; applicants' satisfaction
- Success of new hires on the job
- Promotion potential of new hires

Criteria Used When Selecting Institutions For Campus Recruitment Activities

When selecting colleges and universities for campus recruitment efforts and interviews several components were considered. Among the most important criteria were diversity of the student population, results from prior recruitment efforts, proximity of the institution to the employer's locations, number of graduates in the academic majors required, job performance success of previous recruits, and retention/turnover rates of earlier recruits.

Diversity of the student population provided positive incentives for employers to participate in campus recruitment activities. Employers scheduled visits and actively engaged in campus career development events at institutions with high minority student enrollments.

Location of the college or university in relation to the employer's facilities was another strong influence. If current employees of the organization previously attended the institution, this was an especially important factor. The cost of recruitment was another consideration. If the college or university was nearby, the travel costs were lower.

The number of students graduating in the employer's preferred majors, academic majors offered, quality of graduating students, and flexibility of new graduates were carefully considered. Quality of the academic programs, reputation of the institution (top notch schools received added attention), accreditation standards, difficulty of course content, and faculty distinctions were given considerable weight. Other factors included grade point averages of graduates, contents of the curriculum, state-of-the-art academic facilities and equipment, and research conducted by key faculty that supported the employer's needs.

Past successes of graduates from previous recruitment activities were a motivation. If recruiters or interviewers had knowledge of the school and the fit of their graduates with the organization's needs, this helped. Retention of previous recruits influenced this decision too.

Use Of Web And Other Internet Resources By Employers

According to 35.5% of the employers

responding, home web pages have been established on the Internet for communicating job openings. Responding to this question were 124 organizations. A year earlier (December, 1995), 27 organizations (18.4%) had established homepages for this purpose[4]. In May 1995, 6.1% of surveyed employers had established homepages[5]. Quite simply stated, according to employers, the Internet and homepages are an inexpensive way to recruit and reach an abundant supply of very well-qualified job applicants.

Employers are communicating the addresses for their homepages to career services offices at colleges and universities and to graduating college students. Employers noted that this gives graduating students an additional resource for gathering information about their organizations. Updates of materials on homepages are much cheaper than reprinting and distributing brochures. Many employers report the process of planning and creating homepages.

Databases for collecting resumes of new college graduates on the Internet have been established by 11.3% of surveyed organizations responding. Employers who have applicant databases on line are receiving large numbers of resumes each week, and some employers complain that they do not currently have effective methods for dealing with the huge quantities of applications received. Likewise noted, employers were receiving resumes from many new college graduates who did not meet their initial requirements.

A year earlier (December, 1995), 6.8% of surveyed organizations had established databases for this purpose. According to surveyed employers, this is an excellent way to distribute and collect new employment applications. However, this produces more new college graduates to interview. According to employers, the addresses for employer databases on the Internet must be thoroughly publicized to college placement offices if organizations expect them to work.

Success with Internet recruitment activities received mixed reviews from employers. Because of Internet use, one employer reported that resumes were received from applicants with better backgrounds and from finer schools than the organization had expected to attract. The heavy use of Internet for recruitment is mostly management information systems (MIS), computer science, and computer programmers. Use of Internet resources for recruitment was confirmed by 26.7% of surveyed employers. Reporting success with use of Internet recruitment activities to fill job openings were 11.7% of the surveyed employers. This year, employers are advertising their job openings on Job Choices, Jobnet, Jobwire, E-span, Monster Board, On-Line Career Fairs, and JobTrak.

In December, 1995, 22.1% of surveyed employers had used Internet resources. At that time, Internet resources used by employers included the World Wide Web (www), Home Pages, On-Line Career Center, Career Mosaic, America On-Line, Prodigy, on-line applicant databases operated by selected colleges and universities, and the JobWeb administered by the National Association of Colleges and Employers (NACE).

Hiring of new college graduates by 145 surveyed employers that use Internet resources is minimal. Employers using Internet resources reported a total of 154 new hires identified from this resource in 1995-96, or an average of approximately 1.1 new hire per employer. Of the employers using these resources, 88.3% reported no hires from this activity. All the new hires from these resources were obtained by 11.7% of the employers using the Internet.

In December, 1995, 32 employers reported use of Internet resources. A total of 22 new hires were obtained through this resource.

Electronic mail (Email) is another Internet resource available to prospective employers. Email is used more and more to reach graduating students who were hard to get in touch with previously. Email is especially success-

ful for broadcasting messages regarding employer presentations on campus. In addition, email has been used to communicate directly with graduating students to inform them about interview dates and times.

Methods Used For Reaching College Graduates Who Do Not Use Placement Offices

A variety of methods are used by employers to reach graduating students who do not work through their college or university placement office. Options include: newspaper advertisements, faculty and staff referrals, current employee connections, personal references, word of mouth from recent new hires, campus publications, career fairs, letters of inquiry sent directly to the employers, student organizations, and trade publications. Internet resources, on-line job listing services, community agencies, placement firms, and professional journals can also be considered.

Third-Party Campus Recruitment Activities

Surveyed organizations seldom engage third-party firms to assist with their recruitment of new graduates on college and university campuses. Reporting utilization of third-party firms were 7.0% of the surveyed employers. Most employers were conduct their own recruitment activities and utilize their own human resources staff or professional personnel.

Cheating By New College Graduates

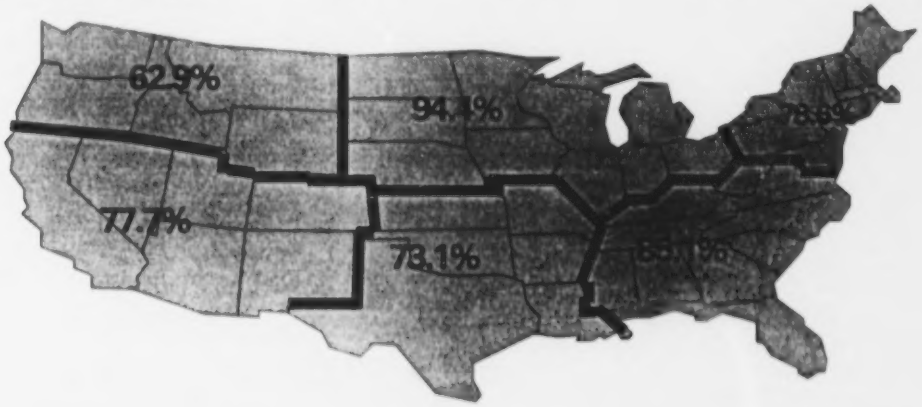
When new college graduates apply for employment in surveyed organizations, cheating is infrequently encountered. Of the surveyed organizations, 18.9% reported incidents. Examples included lying about degrees received (did not graduate), saying they had graduated with a particular academic major or grade point average (it was not true), inflating grades (experienced very rarely), or stretching employment experiences (incorrect dates or assignments). Some new college graduates falsely indicated that they would be willing to relocate (and they were not).

Estimated Job Opportunities For Each Geographical Region Of The United States

Availability of employment opportunities in each geographical region of the United States was determined by the number of reported job prospects for new college graduates receiving degrees this year (1996-97). Employers gave each geographical region a rating of: extremely high, high, medium, low, or no availability.

According to surveyed employers, an overall rating of "medium availability" level was anticipated for all geographical regions of the United States this year (1996-97).

	Previous Year	Last Year	This Year
Southeastern region	78.9%	75.4%	85.1%
Northcentral region	81.2%	73.8%	94.4%
Southcentral region	81.3%	68.3%	73.1%
Southwestern region	68.5%	58.2%	77.7%
Northeastern region	66.0%	53.8%	78.6%
Northwestern region	57.0%	48.1%	62.9%



These percentages include employers reporting extremely high, high, and medium job availability levels. Ratings received by all regions this year (1996-97) were slightly higher than ratings received a year earlier (1995-96).

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FOOT NOTES

[1] National Center for Education Statistics. 1996. *Projections of Education Statistics to 2006*. 25th Edition. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement (NCES 96-661).

[2] U.S. Department of Labor. 1996. *Employment and Earnings*.. August. Washington, DC: Bureau of Labor Statistics, U.S. Department of Labor. pp. 12, 24..

[3] National Center for Education Statistics. 1995. *Digest of Education Statistics 1995.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement (NCES 95-029).

[4] Scheetz, L. Patrick. 1995. *Recruiting Trends- 1995-6*. East Lansing, MI.: Collegiate Employment Research Institute, Michigan State University, p. 20.

[5] Scheetz, L. Patrick. 1995. *Recruiting Trends: Graduation Update 1995*. East Lansing, MI.: Collegiate Employment Research Institute, Michigan State University, p. 3.

Employers Responding to

RECRUITING TRENDS 1995-96

A

A Duda & Sons Inc.
A.G. Edwards & Sons
AAI Corp.
ABN-Amro North America
ACCRA Pac Group
ACME Electronic Corp.
Adaptec Inc.
Aeromark Corp.
Aerotech Inc.
Aerotek
Agency for International Development
AIL Systems Inc.
AIPSO
Air Liquide America Corp.
Air Products & Chem Inc.
Airwaves
Albemarle Corp.
Albright & Wilson Americas
Allied Signal Inc.
Allied Signal, TBS
Allied Tube/Conduit
Althin Medical Inc.
Alza
Amcast Industrial Corp.
American Management Systems Inc.
Amerada Hess Corp.
American Bank & Trust Co.
American Drug Stores
American Electric Power
American International Group
American Symphany Orchestra League
AmFac Parks & Resorts
Amoco Corp.
Amsted Industries
Appleton Papers-Locks Mill
Applied Physics Lab
Archer Daniels Midland Co.
Argonne National Lab
Arkansas Best Corp.
Arkwright Mutual Insurance
Arthur Andersen SC
ASEA Brown Boveri Inc.
Ashland Petroleum Co
Associated Electric Cooperative Inc.
AT&T
AT&T Global Information Solutions
Atlanta Gas Light Co.

B

B D O Seidman, LLP
Babcock & Wilcox Co.
Ball Corporation
Baltimore Police
Bank One Columbus N A
Barnett Banks Inc.
Battelle Pacific Lab
Baxter Healthcare
Bayer Corp.
Bayer USA
BDM Corp.
Bechtel Petroleum
Bell Helicopter Text
Berghoff Restaurant
Bloom Engineering Co.
Blue Cross Blue Shield Illinois
Borror Corp.
Bortz Enterprises
Boysville of Michigan
Bridgeport-Spaulding
Brown University
Bulova Tech. L.L.C.
Burgess & Niple LTD
Burling Pon Northern Santa Fe Railway

C

C A Muer Corp.
C. J. Gayfer & Co.

Calif Polytech
California Bureau of State Audits
California Postsecondary Ed Comm
Camp Dresser & McKee
Carriage Industries
Cass Recruitment Publication
Catepillar Inc.
Catholic Social Services of Wayne Co.
Ceco Concrete Construction
Centennial Group
Central Cartage
Cigna Corp.
Cincinnati Electric Corp.
CIT Group
Citizens Bank
Central Illinois Public Service
Coca Cola Bottling Co.
Colgate-Palmolive Co.
Collins & Aikman Co.
Colonial Pipeline Co. 18511
Comerica Bank
Comerica Inc.
Complete Business Solutions
Computer Science Corp.
Concurrent Technologies Corp.
Consol Inc.
Consolidated Stores
Continental Baking
Cooper Industries Inc.
Copolymer Rubber & Chemical Corp.
Core Technology
Corning Inc.
Country Companies Insurance Group
Creare Inc.
Creative Solutions
CRST Inc.

D

Data General Corp.
Dayton's/Hudson's/Marshall Fields
Dekalb Genetics Corp.
Dekalb Plant Genetics
Delco Electronics Corp.
Delphi Energy & Engine Mgmt., Sys.
Deloitte & Touche
Delta Dental Plan of California
Deltech Engineering
Dewberry & Davis
Directions Publishing Inc.
Donnelley Corp.
Dow Corning Corp.
Dresser-Rand Co.
Du Pont Co.
Duke Power Co.

E

E-Systems Inc.
Earlham School of Religion
Eastman Chemical Company
Eckerd Drug Co.
Eddie Bauer Inc.
EG&G Florida
Electric Machinery
Electro Scientific
Electronic Data Systems Corp.
Elliot Company
Ensco Inc.
Envirex Inc.
Environmental Elements
Erie Insurance Group
Extended Systems Inc.
Exxon
Exxon Co. International
E3 Engineering

F

FAAC Inc.
Fairbanks Memorial Hospital
Fairfax County School
Falk Corp.
Farm Credit Services
Federal Mogul Corp.
Ferguson Enterprises
Field Container Co.
Firestone Industrial Products
Firestone Technologies
First Bank Place MPFP
First Tennessee National Corp.
Fisher Hamilton, Inc.
Florida Power Corp.

Foam Design Incorporated
Footaction USA
Ford Credit Co.
Ford Motor Co.
Ford Motor Credit
Formation Inc.
Fort Sanders RMC
Fram Corp.
Free Library Philadelphia
Frigidaire Co.
Fort Worth ISD
Fuller Co.
Fund for Public Interest Research
Furnas Electric Co.

G

Gatx Capital Corp.
GE Capital Corp.
Genco
General Mills Inc.
General Motors
Genetics Institute
Geo J Ball Horticulture Inc.
Geupel De Mars Inc.
Grand Trunk Western Railroad Co.
Grant Thornton
Great Lakes Jr. College
Greater Chicago Group Inc.
Greenhorne & Omara Inc.
GTE North
GTE Products Corp.

H

Harcourt Brace Co.
Harris Corp. Government Systems
Harris Corp. RF Communications
Harris Trust & Savings Bank
Hartford Steam Boiler Insp. & Ins.
Hasselbring-Clark
Hazen & Sawyer P C
HDS Services
Hewitt Associates
Hewlett Packard
High/Scope Camp
Hitachi
Holland School District
Holy Cross Hospital
Homestead
Honeywell Inc.
Horace Mann Insurance Co.
Hormel Foods Co.
Houston Medical Center
Houston's Restaurant Inc.
HRI Inc. Technical Resources
Hughes Network Systems
Hughes STX Corporation
Hunt-Wesson Inc.
Huntington Bancshares Inc.
Huron Int. SD

I

IBP Inc.
ICN Pharmaceuticals Inc.
Idaho School Blind & Deaf
Ideal Industries Inc.
IFR Inc.
Indiana Dept. Natural Resources
Industrial Risk Insurer
Ingalls Shipbuilding
Inland Steel Flat Products
Insurance Service Office
International Paper
Interstate Hotels
Iowa Department Correction
Isabella County
ITT Aerospace / Communications

J

Jackson County Cooperative Extension
Jackson Laboratory
Jacobsons
James River Corporation
Jewel Food Stores
Joseph Ryerson & Son

K

Key State Bank
Kroger Company
Kustom Signals, Inc.

L

L D Hepfer & Co.
L Knife & Sons Inc.
Lab Safety Supply
Lake Co. Court Services
Lakeshore Country Club
Lawyer's Assistant Program
LE Tourneau
Life Touch National School
Linebeck Construction Corp.
Lipe-Rollway Corp.
Lippert Components
LNR Communication Corp.
Lockheed Martin Aeronautical Sys. Co.
Lockheed Aircraft Services Co.
Lockwood Greene Engineering
Long Island Lighting
Lord Corp.

M

Macy's East
Maner Costerisan & Ellis
Mansfield Operations, Armco Inc.
Marketing Corp. America
Marsh Products
Masland Carpets
Mason Co. Mental Health
Maxus Energy Corp.
Maytag Co.
McDermott Inc.
McInerney Miller Brothers
Mears/CPG
Medtronic Inc.
Meier Metal Service Centers
Mental Health Center
Mercy Memorial Hospital
Merskin & Merskin PC
Mervyns
Mettler Inc.
Mi Biotechnology Institute
Mi Council on Crime
Michigan Department of Agriculture
Michigan Department of Corrections
Michigan Insurance Bureau
Michigan Office of Auditor General
Michigan State Police
Mid-America Energy Co.
Mid-Michigan Correction Facility
Midamerican Energy Company
Millhouse & Holaly, LLP
Milliken & Co.
Millipore Corp.
Minnesota Mining Mfg.
Mission Point Resort
Missouri Dept. of Transportation
MIT Lincoln Laboratory
Mitre Corporation
Modular Systems Inc.
Mohawk Carpets
Molmec Inc.
Monarch Life Insurance Co.
Monical's Pizza Corp.
Monroe Auto Equipment Co.
Montana Dept. Highways
Moore Products Co.
Moor Man's Inc.
Morton International
MSHDA
MSU House & Food Service

N

Nasa - Marshall Space
Nasa, John F. Kennedy Space Center
National Labor Relations BRD
National Futures Assocation
Naval Air Warfare Ct.
Naval Air Warfare Ctr. Aircraft Div.
Naval Oceanographic
Naval Undersea Warfare Center Division
NBD Bank
New Balance Athletic
New England Electric
New Holland Inc.
New York Life Insurance
New York St. Transportation
New York Telephone

Newhall School District
Nissan Residential and Development
Northville Lumber Co.

O

Occidential Chemical Corp.
Ohio Board Regents
Ohio Casualty
Ohio Edison Co.
Oklahoma Natural Gas
Olin Aerospace Company
Owl Consulting Group

P

Paragon Steak House
Parker Wittus
Payless Shoesource
Peace Corps
Penn Power Light Co.
Pennzoil Company
Perceptron Inc.
Phillips Petroleum
Pioneer Wear Inc.
Plante & Moran
Plastipak Packaging
Playtex Family Products
Polaroid Corp.
Presto Products Inc.
Principal Mutual Life Insurance
Procter & Gamble
Professional Business Computers

Q

Quincy L.P.

R

Rand Corp.
Record Systems & Equipment
Reed Tool Co.
Region II Comm. Actid
Rehmann Robson & Co.
Res. Triangle Institute
Rexham Corp.
Rhone-Poulenc Ag Co.
Richard D. Irwin
Richard-O-Tuck Inc.
Ritz Carlton
Riverside Osteo Hospital
Rockwell Automation
Rockwell Science Center
Rouge Steel Co.
Russell Bus Forms
Ryder Systems Inc.

S

S C School for Deaf
San Atonio Public Service
Sanders Sales Inc.
Sandia National Labs
Santee Cooper
Sch. City/Mishawaka
Schlemberger International
Sears Roebuck & Co.
Second Judicial District Court
Seismograph Service Crp.
Sentry Insurance Corp.
Shemin Nuseries, Inc.
Shiawasse Probate CT.
Siemens Medical Systems
Simplified Tax
Slakey Brothers Inc.
Small Business Assoc. of Michigan
Smith Industries
Southwire Co.
Sparton Electronics
St. Joseph County
St. Mary Lodge & Resort
Stange Stores Inc.
Star Bank Corp.
State of California
Stepan Company
Stone Container Corp.
Subsurface Exploration
Sugar Loaf Resort

SW Research Inst.
Syracuse Research Inc.
Systems & Computer Tech. Corp.

T

3 M Center
20th Century Industry
Tallahassee Memorial Reg. Med. Center
Technology Inc.
Teknor Apex Co.
Tellabs, Inc.
Tenneco Energy
Tennessee Valley Authority
The American Bindery
The Citadel
The Herald
The Netherlands, Insurance Co.
The Smucker Company
The Stroh Brewery Company
Thermotron Industries
Thiokol Corporation
Timken Company
Titanium Metals Corp.
Toro Company
Trane Co.
Transportation Res. Board
TRW
Twitchell Corp.
Tyler Refrigeration

U

Union Camp Corp.
Union Electric Co.
University of California Davis
Unocal Corporation
United States Comptroller of Currency
United States Customs
United States Dept. of Agriculture, FSIS
United States Dept. of Navy -Civ
United States Forest Service
United States General Service Admin.
United States Marines Corps.
United States Nasa Marshall SPC
United States Nuclear Reg. Comm.
United States Steel Group
University of Cincinnati
USDA, FSIS

V

VA Medical Center
Vector Research Inc.
Venture Stores Inc.
Venture Vineyards Inc.
Vermeer Manufacturing Co.
VF Corp.
Viking Metallurgical

W

Wade Trim Group Inc.
Washington-Personnel
Washtenaw Co. Roads
Western Publishing
Westvaco Corp.
Wheeling Pittsburgh
Wisconsin Cheeseman
Wisconsin Gas Co.
Wisconsin State Government
Wolpac Inc.

X

Xerox
Xontech Inc.

Y

Yeo & Yeo
YMCA of Detroit
Young and Rubicam
Young Management/McDonalds

Z

Zellerbach
Zenith Electric Corp.

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